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Diagnostic and Therapeutic Procedures in Speech Correction for Primary Teachers

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DIAGNOSTIC AND THERAPEUTIC PROCEDURES
IN SPEECH CORRECTION FOR PRIMARY TEACHERS

by
Lila M. Brattkus

A thesis submitted in partial fulfillment of the requirements
for the degree of Master of Education,
in the Graduate School of the
Central Washington College of Education

August, 1951

Dedicated

to

Classroom teachers interested in
helping their Speech-Handicapped
Children

APPROVED BY:

THESIS COMMITTEE

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Chapter I

INTRODUCTION AND PROBLEM

The Need for Speech Analysis and Treatment

This study was undertaken to show a need for a diagnostic survey of the speech patterns of first grade children, and to suggest treatment that may be administered by the classroom teacher.

The ability to speak clearly and understandably is basic to living useful, happy lives in our society. Without this ability to communicate with our fellow men, we are restricted in countless ways. "As the interdependence characteristic of our community and national life has grown, so the role of communication of ideas has increased in importance, highlighting the problem of defective speech throughout the nation."¹ It is through speech that one expresses oneself for either successful or unsuccessful living. Speech is man's way of understanding and living with other men; it is the medium through which practically everything is taught. Every goal of education needs speech if that goal is to be attained.

What then can be more important than helping a child with defective speech rehabilitate himself so that he may assume his rightful place in society?

1. Johnson, Wendell, Speech Problems of Children. New York: Grune and Stratton Company, 1950, p. xix.

Many first-grade rooms contain children whose speech is abnormal. Whether a classroom teacher should attempt to help such children is a controversial question. Some teachers will contend that since they know little about speech defects they will make harmful errors; that the speech act is far more complex psychologically than an average teacher surmises and therefore had best be left alone. Yet one would hardly advise the teacher to make little or no effort to improve poor social adjustments of students, although adjustment problems are best understood by psychologists.

Ideally, a trained speech correctionist should work with children who have speech difficulties. But there is a shortage of such specialists and many schools are limited as to funds and facilities for such special services. Practically, the teacher with whom the child spends the greater part of his day can help him immeasurably by providing an environment for the child which will motivate him to improve, to practice his better speech, and to evaluate the results.¹

Speech is considered defective ". . .when it deviates so far from the speech of others in the group that it calls attention to

1. Hahn, Elise S., "What the Classroom Teacher Can Do in Speech Re-education," The Role of Speech in the Elementary School, The Department of Elementary School Principals of the National Education Association, Washington, D. C., Bulletin, 1946-1947, p. 54.

itself, interferes with communication, or causes its possessor to be maladjusted to his environment."¹

Specialists in speech correction estimate that 14 percent of the school population have speech defects. Yet only 5 percent of the speech handicapped are being given special instruction in school.² The most advantageous time to attack these speech difficulties is at the kindergarten-primary level. Most of the developmental defects will disappear under the normal process of physical and mental growth but it cannot be assumed that this will always happen. Many children do not outgrow speech defects. The chances of successful correction are greater in primary children than in older ones whose speech habits are firmly fixed.³

It is an accepted fact that helping the child to make the best use of his abilities is one of the primary purposes of education. A child who has a speech defect clearly is limited in the use of his abilities. Often he is retarded in school. He may become timid and shy and unless he is helped to overcome his handicap, withdraws from

1. Van Riper, C., Speech Correction Principles and Methods. New York: Prentice-Hall, Inc., 1947, p. 51.

2. Heck, Arch O., The Education of Exceptional Children. New York: McGraw-Hill Book Company, 1940, p. 307.

3. Gifford, Mable F., Speech Correction in the Elementary Schools. Sacramento, California: California State Department of Education, Bulletin, March, 1948, No. I, p. v.

the group and becomes a social as well as an educational problem.¹

The immense number of speech defectives indicates the necessity for remedial speech work. Ninety-six percent of the speech-handicapped individuals of school age go without any retraining.²

Aside from preventing emotional conflicts there is also an economic need for speech correction work. Unless these speech defectives can be retrained so they will be able to fill an appropriate place in the industrial and professional world, society will continue to suffer an economic loss because of them.

It is clear that anything which makes education more rewarding for speech defective children must necessarily benefit all other school children as well. The kind of education that is best for the speech-handicapped child involves an educational philosophy, a general school policy, a type of teaching, and a kind of teacher that combine to make for very effective education.³

Speech education and speech re-education should rank with spelling and reading in importance in the elementary school

1. Rasmussen, Carrie, Speech Methods in the Elementary School, New York: The Ronald Press Company, 1949, p. 99.

2. Van Riper, C., op. cit., p. 6.

3. Johnson, Wendell, Spencer F. Brown, et al, Speech Handicapped School Children. New York: Harper and Brothers, 1948, p. ix.

curriculum. Speaking and communicating our thoughts and ideas to one another are basic needs. If the child is to have a feeling of belonging, security, and participation he must be able to speak clearly and understandably. Certainly from the speech correction standpoint, speech education must be begun in the elementary school rather than wait until the habit has become so firmly fixed that the correction will be very slow.

The first-grade child has already had four or five years of speech training in the home and on the street. In many cases the great problem of the first-grade teacher is to undo the faulty training and to set up improved speech patterns. It is important to note this significant fact, that the phonics training even in the first grade is not so much education as re-education. The time for subconscious imitation of a speech pattern is past by the time the child reaches school age. He has already imitated the speech of his parents and his speech pattern has been set.¹ The child who has defective speech needs more than sympathy; he needs some real assistance to overcome or minimize his handicap.

The correction of stuttering, lispings, and some of the other remedial speech defects is just as truly a legitimate function of the public schools as the correction of faulty reading or spelling. The

1. Raubicheck, Letitia, How To Teach Good Speech in the Elementary School. New York: Noble and Noble Inc., 1937, p. 47.

treatment of speech defects is an educational problem, because the process of cure or improvement is primarily educational, or psychological and it should therefore be undertaken by the public schools.¹

Speech as a means of communication is demanding and will continue to demand a greater share of attention in the school curriculum. To meet this demand there is need that the classroom teachers incorporate speech correction into the whole school program, especially at kindergarten-primary level when speech is in its formative stage. It is here that correct speech habits may be most easily prevented. It is also at this level that speech defects and disorders may be most easily eradicated. If speech handicaps are properly diagnosed and treated early in the child's school experience, fewer remedial measures will be necessary in the upper grades.²

If speech re-training is not given early, the personality difficulties which result will, in themselves, need treatment even though the speech problem itself may have been corrected. Many cases of truancy, incorrigibility, or delinquency can be traced to a neglected speech defect, a neglect which is costly to both child and school.

1. Ibid., p. 61.

2. Gifford, Mabel F., Speech Correction in the Elementary Schools. Sacramento, California: California State Department of Education, Bulletin, March, 1948, No. I, p. iv.

Above all justifications for speech re-education is the simple humanitarian one of enabling the individual to lead a happy and normal life, with the confidence that he has been given the same consideration as his fellows by both school and society.¹

It is evident that the responsibility for this problem must fall largely upon the public schools. A very effective analysis and treatment may be accomplished by the intelligent primary teacher, who should be educated not only in actual speech retraining but also in the methods for prevention of speech defects and in the understanding of handicapped children. Only in this way can these hundreds of thousands of speech-defective children be aided. It is from this implication that the following study was developed.

The Nature of the Problem

What should one do when a child speaks so indistinctly that he can not be understood, or when he stutters so badly that it seems he just can't go on? It is evident that the classroom teacher has a definite responsibility toward such children. It is her duty to refer them whenever possible to a trained speech correctionist. If no such service is offered by the school system there is a great deal the room teacher herself can do.

1. Hall, Margaret E., "Re-educating the Child with a Speech Handicap," The Role of Speech in the Elementary School. The Department of Elementary School Principals of the National Education Association, Washington, D. C., Bulletin, 1946-1947, p. 45.

If the child knows that your feeling about him as a person is not good, whatever you do will seem wrong. If the child knows that your feeling about him as a person is good, whatever you do will be right. The teacher's friendly attitude toward speech-defective children will show through in facial expressions and vocal intonations. In responding to a child's difficult speech and wavering poise, she can trust herself to do the right thing without consulting a handbook.

The following information will be of assistance in enabling the classroom teacher to understand the basic nature of speech disorders.

1. Any serious speech defect may be either the cause or effect of a serious psychological or emotional impairment.
2. There is little evidence to support the theory that school children outgrow speech disorders.
3. Since speech is a response of the whole child, a profound change in the speech pattern, such as that required to correct a speech disorder, must be accompanied by profound changes in the person.
4. Any measure that improves the physical health, the mental and emotional poise, or the social

adjustment will assist in improving the speech.¹

What the classroom teacher may find practical and desirable to do, from a speech correction point of view, is neither time consuming nor distracting. What is to be recommended is a philosophy of teaching, a classroom atmosphere, general instructional methods, and a few simple things to be done in the course of the classroom routine, or as time can be made for them. Most of this will be beneficial not only to the children with defective speech but to all the other pupils as well.

Wendell Johnson says, generally speaking: "The kind of classroom or school or teacher that is desirable for a stutterer or a lisper is also beneficial for any other child too."²

The common categories of speech defects are:³

Articulatory disorders	72 percent
Rhythm	22 percent
Voice	4 percent

Fortunately, the greatest number of defects a teacher will find among children are the common errors of articulation of sounds. The sounds most often found defective are th, s, r, l, sh, and ch.

1. Raubicheck, Letitia, op. cit., p. 62.

2. Johnson, Wendell, Spencer F. Brown, et al., op. cit., p. 15.

3. Van Riper, C., op. cit., p. 26.

Research has indicated that these errors are largely caused by carelessness or by imitation of improper sound patterns, not by physical defects of the speech mechanism (such as tongue, teeth, lips, jaw, or larynx). However, an alert teacher should investigate the possibility of these causes.

Teachers should try to help a child with an articulatory problem, even though they are not highly trained. Many teachers who are firm believers in phonics and teach phonics well are using almost the identical techniques that speech correctionists have been using for several years.

Defects of the voice are phonatory defects. A person's voice should have a clear resonant tone, variety of inflection to give clarity of meaning, sufficient volume to be understood, and a pitch that is standard for that person's sex and age. Since serious voice disorders are not as common as those of articulation, and since they are frequently associated with fundamental organic or physical problems, the teacher would be wise to consult a speech specialist for guidance before administering any therapy designed to correct a phonatory defect.

Good speech is characterized by a normal and uninterrupted rhythm. Stuttering, the reverse of this condition, is characterized by repetition, prolongation, and stoppage of speech sounds. Stuttering is a severe speech disorder and whenever an expert is available

for assistance he should be consulted.

Since any one or all of these types of speech disorders might be found in a first-grade room, the writer will endeavor to show what can be accomplished in the way of treatment by the classroom teacher.

Chapter II

REVIEW OF RELATED RESEARCH

Since the field of Speech education and re-education is comparatively new, the amount of research in this area is somewhat limited. Much has been written in the study of Reading, Spelling, Social Science, and Language Arts. It would seem that the study of one of man's oldest skills has been sadly neglected.

The awareness of and interest in the needs of the speech handicapped grew primarily out of publicity given to the findings of the 1930 White House Conference on Child Health and Protection, which brought into sharp focus the pressing nature of the problem in reporting, "There are in America one million school children between the ages of five and eighteen so defective in speech as to require treatment and training."¹

Later surveys placed estimates of the number of speech defectives even higher. One extensive five-year survey completed in 1937 stated that there were four million children in the United States with defective speech, more than all other types of handicapping combined.²

1. White House Conference on Child Health and Protection, Report on the Committee of Special Cases, New York: D. Appleton Century Co., 1931.

2. Smith, Harold D., "Ten Million Deafened," Hygeia, 21, (Jan., 1943) p. 24.

A recent survey in Illinois of 624 pupils enrolled in the public schools of one community showed a total of 73 children with definite speech disabilities. This percentage is consistent with the average findings in other school districts where surveys have been made. These disabilities represent a wide range of types that include baby talk, sound substitutions, lisping, stuttering, foreign dialects, cleft lips and palates, and aphasia.

Studies have been made to show how much a child is handicapped in his regular school work due to speech disabilities, but it is apparent that the child in the primary grade who pronounces an "r" like a "w" is confronted with learning difficulties every time he tries to spell such words as run, won, roll. He is the victim of confusion that results from hearing sounds one way and producing them another.¹

Hahn, in her study, gathered the following implications: "The length of the child's total response and of his sentence structure depend more extensively on the immediate situation in which he speaks and the topic about which he talks than has been realized. It follows then that the classroom teacher can do much for the continuous development of the child's language by carefully manipulating

1. The Illinois Plan for Special Education of Exceptional Children, The Speech Defective. Issued by Vernon L. Nickell, Supt. of Public Instruction, 1945, p. 6.

the situation in which the response is to occur." She further implied that all types of speakers observable in college speech classes have easily recognizable counterparts in the first grade. It might be concluded that the individual manner of speaking and thinking becomes organized at an early date. The college instructors in speech may well blame primary teachers for the poor speech habits of their students. They may well see the need for more comprehensive speech training of all classroom teachers.¹

Rasmussen states that teachers are becoming more aware of children who have speech handicaps. Today good speech is a necessity. A child's educational, economic, social, and civic success depends upon his ability to communicate orally in an effective manner. Classroom teachers are especially conscious of speech problems because poor speech interferes with the child's educational progress and personality development. If education is to develop each individual child to his fullest capabilities in order that he may adjust adequately to his environment, then it must assist the child having a speech defect.²

Many authorities in the field of Speech education agree that the major responsibility for Speech re-education lies within the school.

1. Hahn, Elise, "Analysis of the Content and Form of the Speech of First Grade Children," Quarterly Journal of Speech, 34, (Oct., 1948) p. 365.

2. Rasmussen, Carrie, op. cit., p. 113.

Hall asserts that the school is the only agency which reaches all children in the community. It is the only one which reaches them early enough to do the maximum good. Only in the school is there the prolonged contact which reveals many speech defects. Only the school offers the natural and logical setting in which to carry on speech re-education. Private speech clinics and speech therapists will never reach more than a fraction of the children in a community who need care. Children will usually be referred to them by parents or physicians only after much time has been lost and the speech problem has become alarmingly severe. If speech re-education is to reach all who need it, and reach them at an advantageously early age, it must be assumed by the school.¹

Van Riper says, "The most effective time for speech retraining is in the first few years of a child's school life, and each year of defective speech which is added to a child's existence lessens the probability of his overcoming the handicap and developing a normal personality."² It has been a common fallacy among some educators that children will generally outgrow speech defects.

Roe and Millisen have conducted an interesting study on the importance of maturation, in which they found that a good deal of

1. Hall, Margaret, op. cit., p. 45.

2. Van Riper, C., op. cit., p. 8.

improvement occurs in the articulation of speech sounds between the first and second grades. There is less improvement between the second and third grades and very little between the third and fourth grades; and for practical purposes there is no improvement after the fourth grade, in the absence of a speech correction program.

Considering the amount of improvement that could have occurred, the amount that did occur, and the fact that virtually no improvement was evident after the fourth grade, the findings of this study show evidence of an opportunity that should be taken advantage of more fully. If the schools can do as well as the data indicate, even without trying, surely a great deal more can be accomplished if the classroom teachers put their minds to it and provide in the fullest possible measure the stimulation, the rewards, and the opportunities for speech that make for more and better learning of speech skill.¹

It was the encouraging words of Johnson and Backus that gave the writer the inspiration to undertake this study.

Johnson maintains that what the classroom teacher may find practical and desirable to do from a speech correction point of view is neither time consuming nor distracting. What is to be recommended is a philosophy of teaching, a classroom atmosphere, general

1. Roe, Vivian, R. L. Millisen, "Effect of Maturation upon Defective Articulation in Elementary Grades," Journal of Speech Disorders, 7, (1942) pp. 37-50.

instructional methods, and a few simple things to be done in the course of the classroom routine, or as time can be made for them, most of which will be beneficial not only to the children with speech defects but to all the other pupils as well.¹

Backus ascertains that whether there is a resident specialist in speech or not, the properly trained classroom teacher should be able to test all children in her room to find out which ones have speech deficiencies. The testing should be done in a systematic manner early in the school year. Since her time is at a premium and her training in this field is limited, elaborate or detailed tests are not necessary.²

It is with this understanding that the following procedure was followed.

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1. Johnson, Wendell, Spencer Brown, et al., op. cit., p. 15.
 2. Backus, Ollie, Speech in Education. New York: Longmans, Green and Company, 1943, p. 61.

Chapter III

PROCEDURE FOR GATHERING INFORMATION

After the first few weeks of the 1949-50 school year, during which time the teacher and pupils were getting acquainted with each other, the writer became aware of certain peculiarities in the speech patterns of several children. It was at this time that a complete speech analysis was made of the twenty-nine first-grade children in the Kittitas Elementary School. Indistinctness can be determined by listening to the child's conversation, but in general this method is too haphazard and time consuming, since some sounds may not readily occur in spontaneous speech.

The most satisfactory test to use with young children or those who do not read is a collection of pictures, each of whose name, color, or chief characteristic when spoken will contain one of the speech sounds to be tested.

The vowel sounds are very seldom found defective; therefore, the teacher may be chiefly concerned with the articulation of the consonant sounds. Each sound should be tested in its initial, medial, and final positions. For example, to test the sound of "d" in these three positions, pictures of a dog (initial), and Indian (medial), and a bird (final) might be used.

Such a test can easily be made by the teacher. Pictures, representing the words containing the sounds to be tested, may be cut from old magazines or picture books and pasted in a scrapbook. The following consonants are used in making an analysis of articulation: p, b, m, wh, w, t, d, n, k, g, ng, f, v, th (voiced as in this), th (unvoiced as in thimble), s, z, sh, ch, dg (judge), r, l, y (yellow), and h.

Certain factors should govern the selection of materials for such a test.¹

1. Pictures should be easily recognized by little children so that the appropriate response will come spontaneously and not be a repetition after the teacher. (A picture of a zipper would be better than one of a zebra to test the initial z, since a zipper is within the experience of almost all children.)
2. One picture should test but one sound.
3. Use words containing the initial, medial, and final position of each sound tested.
4. Be sure to choose pictures representing the sound involved, not the spelling. (The picture of a knife could not be used to test initial "k".)

1. Backus, Ollie, *op. cit.*, pp. 62-64.

The following is the word list in the scrapbook used by the writer in this analysis:

Sound Tested	Initial	Positions Medial	Final
p	pig	apple	cap
b	baby	bubble	tub
m	Mickey Mouse	hammer	drum
wh	white	wagon wheel	
w	wagon	sweep	
t	train	tomatoes	kite
d	dog	Indian	bird
n	nuts	candy	airplane
k	cake	box	clock
g	girl	eggs	flag
ng		bank	singing
f	flowers	elephant	knife
v	valentine	shaving	glove
th (voiceless)	three	birthday	bath
th (voiced)	the	mother	smooth
s	Santa	bicycle	rabbits
z	zipper	scissors	bees
sh	shoe	dishes	fish

Sound Tested	Initial	Positions Medial	Final
zh		measure	garage
ch	chair	kitchen	watch
dg	jam, jelly	engine	orange
r	red	corn	car
l	lamb	dolls	ball
y	yellow	onion	
h	horse	doghouse	

It may be fair to assume that articulation can be judged by one-word responses; however, this is true only up to a certain point. General distinctness, as indistinctness, involves the ability to join sounds together into phrases that are easily understood. This can best be ascertained by means of connected speech.¹ This may be accomplished by asking each child to tell a story or an experience, or to describe what was happening in some action picture. The writer found the use of such action pictures and large nursery rhyme pictures most effective. Since through the use of these visual aids the child was less shy and felt that he had something more tangible to talk about.

The results of the analysis were recorded on a form² which was made to correspond with the arrangement of the scrapbook used. Provision was also made, on the same analysis sheet, for recording possible defects of phonation (voice) and rhythm.

Phonation may be defective in pitch, quality, volume, or melody. It may be tested while the child is telling a story or experience or in individual conversation. Judgment must depend not only upon the acuity of the teacher's own hearing but also upon a comparison of the pupil speaking with others of the same age and sex.

1. Backus, Ollie, op. cit., p. 65.

2. See Appendix, p. 69

Defect of rhythm, more commonly known as stuttering, is characterized by frequent spasms which interrupt the normal rhythm of speech. Van Riper defines stuttering as "the disorder characterized by blocks, prolongations or repetitions of words, syllables, sounds, or mouth postures, all of which (together with the contortions or devices used to avoid, postpone, disguise, start, or release their speech abnormality) produce interruptions and breaks in the rhythmic flow of speech."¹ This is as much a description as a definition, and it indicates the complexity.

Backus states that before a child is classified as a stutterer he must show unmistakable anxiety-tension reactions in relation to his speech non-fluencies. These anxiety-tensions will appear in such forms as a tendency to press the lips tightly together in starting a word, or during a pause in which the child seems to be trying to speak; mouth openings that appear pointless and uncontrolled, particularly in starting to speak; blinking or closing of the eyes during speech stoppages; holding of the breath; strained and seemingly uncontrolled prolongations and repetitions of sounds or words; excessive pausing, stalling, and inserting of um-ma, ah, well, but, and other unnecessary sounds or words, accompanied by strain and a general impression of urgency; and other like manifestations of more

1. Van Riper, C., *op. cit.*, p. 316.

than usual tension, difficulty in speaking, and apparent concern, fear, dread, or anxiety.¹

Many new experiences were shared by the children in this study during the first few weeks of school. These group experiences were generally preceded by group planning and followed by discussion and related activities. A trip to the airport with its follow-up activities gave the teacher an excellent opportunity to observe the speech patterns of the children in varied situations. In the quiet planning and discussion of the trip in the room, in the free speech of the children as they walked to the airport, in the excitement of watching a large plane take off and land, and in the creative play which followed the return trip, many opportunities were presented to observe the students' speech patterns.

After having spent several weeks in close contact with these children sharing everyday adjustments, experiences, and interests, and after having given the articulation analysis, it was evident that there were eight children out of the twenty-nine enrolled in the First Grade who might profit by some individual speech work.

So far all that has been done has not been of a technical nature. It has not required a great amount of special training. Any primary teacher with an interest in helping her students to have better speech can make such an analysis.

Chapter IV

THERAPY GIVEN STUDENTS

The results of the speech analysis given the twenty-nine First Grade children showed that eight children made sufficient errors to warrant some special attention. Of the eight chosen for treatment, two showed irregular rhythm, one had a most unpleasant voice, four had common articulatory errors, usually thought of as "baby talk," and one was very defective in articulation and language maturity.

For the purpose of this study these children will be identified by letters rather than names:

Student P, the child with the unpleasant voice

Students R and S, the two children with broken rhythm

Student E, the child with speech so defective that it was most difficult to understand

Students G, C, H, and M, the children with common articulatory errors

The classroom teacher should not make the mistake of trying to help too many children at once. When the only time available for instruction is before or after school, or at odd moments in the regular schedule, it is wisest to start on only one or two cases. In the course of the school year the teacher will have more to show for her efforts if she takes only a few cases at a time. There is a possibility of group instruction, when more children can be helped

at one time. However, because even children with similar defects often require the use of different methods, and because the classroom teacher is inexperienced in the use of clinical techniques, it will probably be more satisfactory for her to work with individuals rather than groups for the actual teaching of the sounds.

Travis states, "A speech disorder is a disorder of the person as well as a disorder in the movements of the speech organs. It is not enough to know what sort of speech defect a person has. In addition, one should know what sort of a person has a speech defect. We are not interested in speech defects, but rather in speech defectives."¹ It was with this thought in mind that the teacher endeavored to learn all she could about these eight children.

In order to show the relationship of the child to the treatment given, it seems advisable to divide the findings into four parts:

1. Articulatory Errors, 2. Broken Rhythm, 3. Voice, and
4. The Most Severe.

Articulatory Errors

Description of Errors

Of the four children with articulatory errors, two were girls and two were boys.

1. Travis, Edward Lee, "A Point of View in Speech Correction," Quarterly Journal of Speech, 22, (1936) p. 60.

Student G was able to produce all the sounds tested correctly, when saying them in single units, but he used such words as "taties" for potatoes, "nannies" for bananas, and "matoes" for tomatoes. He said, "Me do (go) too," yet in the test of the sound g he produced it perfectly. He also made l correctly when tested for the single sound but substituted "w" in the words flag (fwag) and glove (gwove).

Student C showed characteristics of baby talk; however, he made several definite and rather consistent sound substitutions: "f" for th (voiceless) and "v" for th (voiced) in all three positions, "sh" for s and "zh" for z in all positions, and "d" for g in the initial position.

Students G. and C both consistently substituted "me" for I and "him" for he in such ways as "Me wanna clean rasers" for I want to clean the erasers; and "Him made us faw down" for He made me fall down.

Student H, one of the girls, substituted "f" for th (voiceless) and "v" for th (voiced) in medial and final positions, yet she was consistent in the substitution of "th" (voiceless) for s and "th" (voiced) for z in all positions.

Student M made fewer errors than the other children in this group; however, she also made substitutions for th; using "s" for the voiceless th in all positions and "z" for the voiced th in medial and final positions. Students M and G both substituted "d" for g in the initial position.

The following chart shows the repetition of the commonly defective sounds, with some inconsistency in the substitutions. Such evidence indicates that since the child can say the sounds in one position, a teacher should be able to help him use it consistently. One of the greatest values resulting from a systematized check on a child's articulatory skill is that such inconsistencies are discovered. They are a great and valuable shortcut to the corrective program.

In the chart the first column identifies the child. The other give indicate defective sounds according to the position in a word in which the sound occurred. For example, Student C substituted "f" for voiceless th in all three positions (I, initial; M, medial; and F, final). Reading across, he substituted "v" for voiced th, "sh" for s, and "zh" for z.

Chart Showing Similar Errors

Child	th (voiceless)			th (voiced)			s			z			g		
	I	M	F	I	M	F	I	M	F	I	M	F	I	M	F
C	/f	/f	/f	/v	/v	/v	/sh	/sh	/sh	/zh	/zh	/zh	/d		
H	/f	/f	/f	/v	/v	/v	/th	/th	/th	/th	/th	/th			
M	/s	/s	/s	/z	/z								/d		

Treatment of Errors

The treatment for the majority of articulation errors will usually follow the same general plan. It will be best if the teacher follows the seven steps set up by Van Riper:

1. The child must be convinced that he has errors which he must eradicate.
2. The causes of the disorder, if still existent, must be eliminated. If those causes are no longer present, their influence must be counteracted.
3. Through extensive ear training, the old word configurations are broken down so that the correct sound and the error may be isolated, recognized, identified, and discriminated.
4. Through various methods, the child may be taught to produce the correct sound in isolation and at will.
5. The new and correct sound must be strengthened.
6. The new sound must be incorporated within familiar words, and the transition to normal speech accomplished.
7. The use of the correct sound must be made habitual, and the error eliminated.¹

In case the child makes several errors it is advisable to work with the sounds according to their usual developmental order: first, the lip sounds, p, b, m, wh, w, f, and v; then the dentals, th (voiceless), th (voiced), t, d, and n; then the gutturals, k, g, ng,

1. Van Riper, Charles, op. cit., p. 209.

and h; then the complicated tongue sounds, l, r, s, z, sh, zh, ch, j, and y; and finally the blends. Taking the sounds in this order assures success since the easiest sounds are attempted first and the child will be encouraged to finish the entire corrective procedure. It is usually wise to work with the sound first in the initial position, then in the final position, and finally in the medial position.

In view of the fact that three of these children with articulatory errors made defective "th" sounds, this sound was chosen to work on first followed by the "z" and the "s". (This procedure, it will be noted, is consistent with the above paragraph.) By helping these children correct these four defective sounds the whole pattern of their speech would show a remarkable improvement.

The substitution of these four sounds is quite evident to other children who articulate correctly, and they are quite likely to tease and make fun of the children with the substitutions. For example, one child remarked, after listening to Student M tell of her coming birthday and the possibilities of a party, "She said, 'birfday and Fursday.' That's baby talk. She must still be a baby."

Student M was naturally a rather shy, retiring child and her reaction to this remark was a decided reluctance to share an experience or talk before the group for quite some time. The children of this age may be rather cruel and outspoken in their criticism of one another, and through this characteristic they unknowingly

often aid the teacher in making the child with the defective sounds aware of the fact that he needs to correct an error.

Teachers frequently ask whether or not it is advisable to work on the child's speech in view of the self-consciousness and embarrassment which might be produced. Van Riper answers this by stating that the quickest way of getting rid of these errors is to make the child aware of them. The habits should be broken before they become fixed. It is possible to work on a speech defect without shame, and if the teacher makes the child understand that a certain skill is to be learned and that a problem is to be solved no insecurity will be created. If she adopts a calm, unemotional attitude herself, empathic response will insure a similar attitude in the child.¹ In any event, the chance of embarrassment through work is not as cruel as the remarks of associates.

As was mentioned earlier the first step in remedial treatment of articulatory errors should be ear training. No teacher should attempt to get a child to try to make a new speech sound without first giving him systematic ear training. Unless the child accurately hears the sound he is to learn, his chances of correctly producing it are not good.

1. Van Riper, C., op. cit., p. 210

The first grade teacher has available a wealth of fine material and suggestions in her Reading Readiness manuals, which may be used as ear training material. The manuals put out by Durrell and Sullivan (World Book Co.), David Russel (Ginn and Co.), McKee (Macmillan Co.) and Gray (Scott Foresman and Co.) are excellent. There are many others available.

Ear-training techniques used in this study were:

Isolation techniques. The teacher may place on the chalk tray or in obvious places about the room, several (usually not more than ten) pictures of various objects, two or three of which begin with the sound to be worked on. The moment the child finds one of the pictures he may run to the teacher and tap a bell. This can be used effectively with a group using a few more pictures and making a game to see who can find the most pictures beginning with the desired sound. This can also be used by the entire group in teaching the initial consonants to be used later in word analysis in the reading program.

Stimulation techniques. Nursery rhymes, jingles, and tongue twisters are especially enjoyable at this age level. Many of these, for all the consonant sounds, will be found in the appendix. A technique for individual help may be having a secret signal arranged between the child and the teacher. Whenever the child makes this signal the teacher must respond with the sound in exaggeration. In this case it was "th" and "g".

Identification techniques. It was found that the children enjoy giving names to the sounds. The names may be those of objects which make noises similar to the sound. Thus "th" might be called the windmill sound or the mad old gander sound; "s" the snake sound; "z" the buzzing bee sound; "ch" the train sound; "r" the growling dog sound; "k" the coughing sound; and "f" the mad cat sound. At this time it might be wise to associate the sound with the printed symbol, but it must be remembered to always refer to the symbol by the sound and not the letter. (f is "f" not "ef")

Discrimination techniques. This consists of comparing and contrasting the correct and the child's incorrect sounds, both in isolation, and in incorporation within regular speech. A game which works very well for discrimination is one where the teacher holds up a series of pictures one at a time, pronouncing the name of each. In naming one of the pictures she uses the child's error. If the child recognizes the error, he can have the picture. This may be used very effectively as a group game with children having the same errors. The teacher may tell a story, occasionally using the error. Whenever the child hears the error he may raise his hand, tap a bell, or signal in some other way.

Cards for many of these games may be made from the pictures cut from Reading Readiness books and magazines. Games to Play by Russel (Ginn Publishing Company) offers excellent material. Two

copies of all the different Reading Readiness books that are published is one of the best investments a first grade teacher can make. Two copies are necessary so that both sides of each page may be cut up and used if needed.

After a well-planned course of ear training, the child is now ready to try to produce the defective sound correctly, in isolation. This is usually accomplished by asking him to make, in this case, the windmill sound (th-th-th-) but not to make the mad cat sound (f-f-f-). Then repeat again the correct sound in exaggeration. Very often, if the ear training has been adequate the child will reproduce the correct sound at once. If the incorrect sound is still produced more ear training is indicated.

All this preliminary ground work may seem rather involved and drawn out, but it is really simple and takes place quite rapidly.

If, after repeated attempts to reproduce the new sound by means of aural stimulation, the child still has difficulty and continues to distort and substitute, it may be necessary to show him how the sound is made. He should watch how the teacher places her tongue or lips and will attempt to imitate the placement. Students M and C responded quickly to the aural stimulation method and were able to make a good "th" and "s" (voiced or unvoiced) rather consistently. Student H had no difficulty at all, as was stated earlier, since this was the sound that she substituted for "s" and "z".

After the child can actually produce the new sound correctly, the next step is to strengthen that sound. Most authorities in the field of Speech Correction feel that "if there is one principle in speech correction more important than any other, it is this: strengthen every new sound before it is used in familiar words."¹ This is also the step most likely to be neglected, as the teacher is so pleased when the child does produce the correct sound that she immediately wants to hear him use it habitually in the familiar words of his vocabulary. If the child is asked to use the sound in words before it is strengthened, his response may be somewhat discouraging. If he has just learned to make the "th" sound correctly and is then asked to say "birthday," he is quite likely to respond with "birfday," and very little has been accomplished. Words are configurations and to substitute "th" for the old familiar "f" requires a new configuration. A new sound is weak and unstable.

The new sound may be strengthened by using it with the vowels. (tha, thah, thā, thee, thy, thō, thoo) This may appear like babbling and the child may be a little reluctant to try it, but if the teacher does it with him at first, it will seem like fun and he will enjoy it. These nonsense syllables should be used in all three positions (tho, otho, oth). This drill gives the child a chance to say the

1. Van Riper, Charles, op. cit., p. 248.

new sound in conjunction with another without a previously established configuration.

When the child can successfully say the new sound in any combination, the battle is only half won. The child must still learn to use the newly acquired sounds in words, and to use these words, correctly pronounced, in connected informal speech. This is not so easy. The child is already accustomed to hearing himself pronounce the words in a certain incorrect way, and he has established certain faulty muscular habits in the utterance of the words. He needs help in establishing correct auditory and muscular habits. His ear must be able to pass judgment on the quality of the sounds and the correct movements of the lips, tongue, lower jaw, and soft palate. These movements were at first performed with conscious effort. They must now become involuntary and unconscious.

To accomplish this purpose opportunity must be offered the child to use key words, repeatedly and in situations which are interesting and enjoyable to him. A joyless repetition of a word does little to establish the new habit, while a pleasurable experience associated with the drill furnishes a short cut to the desired results. It has been found that a few minutes spent daily in vocal and articulation exercises do much to improve the general standard of speech of the pupils in the room. Even children who have so-called normal speech have profited by the use of all the exercises while the

children whose speech is faulty have found them of great value. In every class there are children who, though they have no actual speech defects, speak indistinctly and inaccurately and who need developmental exercises.

The results of the help given these four children were good. By the end of the year, Students C and M made no errors and were well aware of the improvement in their speech. Student H had a little more difficulty with the "s" sound, but she made a conscious effort to improve. She met with success in the correction of the "th" error. Student G, who had no real articulatory errors but used infantile speech, made a great deal of growth. As he himself put it, "I talk like a boy now, not like a baby." The entire room became speech conscious and seemed to enjoy correcting one another and using clear, correct speech.

Following are some of the suggestions and material used by the writer in working on the "th" (voiced and voiceless):

TH (unvoiced)

I am the TH sound.
 I am made with the tongue.
 I am made with the teeth.
 I am made with breath.
 Put the tip of your tongue
 between your teeth and blow.

This is the windy sound. Imagine the window being open just a crack and a strong wind blowing through.

Th, th, th.
 A thin wind blows
 Right over the tongue
 And straight to the front it goes.

(Do not protrude the tongue. Just let it peep between the teeth. Remember to make the breath tissue paper thin. It comes between the tongue and the upper teeth.)

Drill: Repeat "ah" three times very slowly; then give another "ah" but begin it with the windy sound. Feel the wind on the hand. In the same way drill on aw, oh, oo, ee, a, i.

The Band

Thumpity, thumpity, thumpity,
 Thump.
 Teddy is thumping his drum.
 Thumpity, thumpity, thumpity,
 Thump.
 Teddy will march with his drum.

Thumpity, thumpity, thumpity,
 Thump.
 Tommy will join in the march.
 Thumpity, thumpity, thumpity,
 Thump.
 Teddy and Tommy will march.
 Thumpity, thumpity, thumpity,
 Thump.
 Teddy and Tommy will march.

The teacher should read the jingle first while the children who have learned to form "th" beat on imaginary drums, saying "thumpity" "thump." Substitute two of the children's names for "Tommy and Teddy."

Exercise for forming the isolated sound:

The Old Gray Goose

An old gray goose am I.
 Th, Th, Th.
 I stretch my neck and cry
 At puppies passing by.
 I like to make them cry.
 Th, Th, Th.

When puppies jump and run.
 Th, Th, Th.
 I think it's lots of fun.
 I'm sure they'd like to be
 An old gray goose like me.
 Th, Th, Th.

(Play you are the goose.)

Thud, thud, thud,
 Through thick, thick mud.

Thelma liked it thick,
 Theo liked it thin.
 I like it thick or thin.

Thick thorn, thin thorn,
 In thirty-three thousand thumbs.

I think I'll thank Thelma for my thimble.
 I think I'll thank Thelma for my thread.
 I think I'll thank Thelma for everything.
 "Thank you," thought little Ted.

Thr.

This is a difficult blend for many children.
 Say "rah" and begin it with the windy sound.
 In the same way use ree, roh, roo.

Thrah, thrah, thrah, thrah, thrah-thrah; three, three, three,
 three, three, three; throh, throh, throh, throh, throh.

Throw three up, throw three down,
 Throw three through a crack.
 Throw three in, throw three out,
 Throw three over and back.

Drill: Say "oh" three times and end it with the windy sound
 (oath). Use all the vowels, both long and short in this manner.
 Say "too" and finish with the windy sound; also "tee" (tooth and
 teeth).

Beth, Beth, Beth, hold your breath, breath, breath.
 Hold your breath, breath, breath, O Beth, Beth, Beth.

Ruth, Ruth, Ruth, get your tooth, tooth, tooth.
 Get your tooth, tooth, tooth, O Ruth, Ruth, Ruth.

Words

Initial	Final
thin	teeth
thaw	south
thick	forth
think	north
thank	worth
thumb	mouth
throw	birth
thimble	earth

Sentences

1. Think before you talk.
2. Thanksgiving is a day of thanks.
3. Always say, "Thank you."
4. The thick ice began to thaw.
5. Throw the thistle away.
6. The nurse looked at my mouth, my teeth, and my throat.

TH (voiced)

I am another TH sound.
 I am also made with the voice.
 Sound me by saying the word this.
 Now say thin.
 Can you feel the difference?

This is the windy sound with a buzz. Put the finger on the throat to feel the buzz. Now your thumb on your throat and your forefinger in front of your mouth. Feel the buzz in your throat and breath on your finger. Say "ee" and begin it with this new sound.

Drill: Repeat "ah" three times; then begin "ah" with this windy sound with a buzz (thaw). In the same way use aw, oh, oo, ee, a, i.

Monkey Talk

Little monkey in the tree,
 This is what he says to me,
 "They, they, they,
 Thee, thee, thee."

Monkey jumps from limb to limb,
 While I chatter back to him;
 "Thee, thee, thee,
 They, they, they."

(Chatter like a monkey)

This, thus, these, those,
There he goes upon his toes.

They went to their home,
To their home neath the hill.
They went there that night--
That Jack and that Jill.

Naming Articles: Have the children look around the room or out of the window for two or three minutes to see what they can see. Each child is then given a turn to tell what he saw. The object of the game is to see who can tell the most. When naming the articles, the child must precede the word with "the" as the trees, the girl, the house.

Play the game "Did you ever see a Lassie."

Words

Initial

they
those
that
them
there
these
this

Medial

mother
father
weather
brother
other
bother
gather

Sentences

1. There they are.
2. Their father and mother will go.
3. They will take their brother with them.
4. They like this weather.
5. Do you want these or those?
6. Do not bother mother.

The following story may be used as a basis for using the correct "th" sounds in replying to questions, in reproduction, and with older children in reading.

The Three Thirsty Thrushes

Thelma and her little brother Theo lived on Thirty-Third Street. At the end of Thirty-Third Street there is a thorny thicket, and in that thorny thicket at the end of Thirty-Third Street there was once a nest with three young thrushes in it. These thrushes were always hungry. Father Thrush and Mother Thrush had to work very hard to feed them. Every day Theo and Thelma went down to watch them. It seemed as if the three thrushes' mouths were always wide open, begging for food. The three thrushes grew very fast and one day the children found the nest empty; but the three young thrushes were flying about the thicket.

Now in the yard of the house next to the thicket there was a birdbath. Every morning those three thrushes with their Father and Mother, flew down to bathe in the cool water. On hot days they went many times and thrust their beaks deep into the water for a drink. Ruth Thayne owned the bath, and she carefully filled it every morning.

Fall came, and all five of those thrushes flew away to the south. They did not come north again until the next April.

One evening in the late spring, Thelma and Theo heard music which they were sure came from fairyland. They went on tiptoe to

the thicket. There were all three of those thrushes, singing as if their throats would burst. The children ran to call their brothers and the other children on the block. After that, every night, all the children would steal down to the thicket to listen to the three young thrush singers.

Then came a week of very hot weather. One night there was no song in the thicket. The children were worried, for they thought that some harm had come to their thrushes. Presently they found them in the thickest part of the thicket, with drooping wings and open mouths. What could have happened? What was the matter?

The children thought and thought. Then Thelma said, "I know. The truth is that Ruth Thayne has gone away and there is no water in the birdbath." Thelma was right. There was not even a thimbleful of water there. In fact, it was quite dry.

You may be sure that in almost the time it takes to tell it, the birdbath was brimming full of cool, sparkling water, and before the children left the yard, those thrushes were bathing there again.

Never again, while the birds were in the thicket, was that birdbath dry.

Voice Disorders

Voice disorders in children are relatively rare in comparison with other disorders of speech. Many conditions of voice disturbances indicate signs of emotional maladjustment. The voice is a very subtle indicator of mental and physical health. A voice disorder itself is not always the primary consideration, as the unpleasant voice may be at least partially responsible for creating other problems for the child. Most children's vocal disturbances may be broken down in the three general classifications: (1) disorders of pitch, (2) disorders of loudness, and (3) disorders of quality.

Student P was the child in this group whose voice was most unpleasant. He spoke with a high shrill voice and always very loudly. Often, when he spoke the other children would remark, "Don't holler so loud, we're not deaf." He seemed very tense when speaking and the cords of his neck and his face muscles would often tighten. When asked if he could try to speak more softly, he would lower his voice until it became harsh and guttural, but still very loud. His voice showed little sign of inflection in carrying a tune ("Twinkle, Twinkle, Little Star"); however, he showed some inclination to raise and lower the tone.

His general body coordination was poor and he was slow and rather awkward in his movements. His speech was also slow and prolonged. He showed a tendency to breathe through his mouth, though tonsils

and adenoids had been removed. He was large for his age and was the tallest boy in the room. He did not appear in any way self-conscious but was having a difficult time adjusting to school and the other children.

In this study the help given Student P was of a general nature. Exercises in relaxation were used, as it was very difficult for him to relax his head and facial muscles. Later in the year he worked on matching tones with the piano, discriminating between high and low tones, and prolonging single tones. More attention was given to his social and emotional growth and development than his actual speech disorder.

By the end of the year he was able to play the sticks in the rhythm band on a continuous $3/4$ or $4/4$ beat. He enjoyed music, though he could not carry a tune, and was happy over his success in the band.

There are cases such as this in which the classroom teacher should not take the responsibility of complete correction. She may be more concerned in the child as a whole and do what she can in helping him adjust and take part in all school and class activities. It is believed, however, that the treatment given Student P was along the line of making more pleasant speech possible.

Broken Rhythm

Most children stutter some time during childhood. When a child first begins to stutter the only observable reactions are either rapid easy repetitions or short effortless prolongations. The child is not usually aware of their appearance, and considers them a part of his normal way of speaking. He may feel the speech blocks but he accepts them as his normal way of communication. The stuttering is not a constant experience but usually comes in waves. Sometimes a great many blocks occur, and at other times there is no evidence of interruption.

The object of treating the young primary stutterer is to handle the speech problem in such a way that he will not develop any reactions to his blocks which would send him into a more advanced stage. Where only brief repetitions and prolongations occur, his chances of overcoming the disorder will be much greater. Thus the treatment of the primary stutterer is primarily prevention.

Students S and R both showed signs of stuttering; yet there was no similarity between them. Student S made frequent short repetitions. More often he repeated the first sound or syllable than the entire word. The repetition occurred only at the beginning of a sentence. However, when he became excited or was worried (he always worried about missing the bus), the repetitions were more frequent and might occur any place in the sentence.

Student S was not shy and did not avoid speaking situations. He was willing to share his experiences and contribute to group discussions. He made friends easily and played well with the other children who never commented about his stuttering.

Student R represented an entirely different problem. He was a very small, thin, nervous little fellow. He never volunteered to share or even speak if a nod of the head or a gesture would suffice. When speech was absolutely necessary, before he could utter a word, he would swallow several times, clear his throat, and the muscles of his neck, head, and throat would contract. After he actually began speaking he made no repetitions, prolongations, or stoppages, but his voice was small and insecure. His reaction to a reading situation was the same as to a speaking situation.

He was well liked by the other boys and participated in their games on the playground, but it was a long time before he would willingly take part in any activity in the classroom. One day on the playground one of the older boys asked, "What's the matter? Cat got your tongue?" and immediately one of the first grade boys standing near replied, "No, R is all right. He just doesn't like to talk." When the teacher talked to the mother about Student R, she said, "I guess R is just like his Daddy. Sometimes he doesn't say a word to me all day.

The same kind of encouragement, stimulation, and opportunity for speech was given to both boys, but their reactions were in no way similar.

One of the other children brought a puppet to school that he had made in a Puppetry class during the summer. The children were so entranced with it that it stayed in the room all year and became another member of the first grade. Student S was especially eager to learn to operate the strings and make the puppet talk and it was most interesting to note that when talking for the puppet he made no sound repetitions at all. Student S also was interested in the rhythm work and wanted to play the bells in the rhythm band. He started first working with the drum, and then the sticks in even time beats, and by the end of the year he was playing the bells with the band. He enjoyed play-making and creative dramatics and was eager to volunteer for any part. School and the association with the other children helped Student S a great deal. While he did not completely overcome his speech block, the stuttering was arrested and he became a well-adjusted first grade child.

With Student R it was not so encouraging, but the classroom teacher can not hope to "cure" stuttering; she can only try to improve and encourage improvement in these children who do need help so much. Student R took no interest in the puppet. He would stand and watch the other children and laugh and enjoy their participation,

but when he was encouraged to try he became embarrassed and withdrew from the group entirely. He showed no interest in the rhythm work but seemed to enjoy singing with the entire group. He enjoyed making pictures with paint and crayon, but when asked to hold his picture up and tell the group about it, he would usually just refuse. Student R will need a great deal of encouragement and understanding before he will be able to overcome his fear of speaking situations.

The classroom teacher would be wise to keep in mind the following Never, Never when working with children who stutter.

1. Never blame a child for stuttering.
2. Never forget that he is stuttering because he can not meet the particular situation in which he finds himself.
3. Never, if you can help it, allow a stutterer to give a demonstration of stuttering; and never stop him short and leave him with that awful sense of failure. Try to change the situation so that he can meet it.
4. Never say "Don't" in regard to the child's stumbling speech. Make all suggestions positive and not negative.
5. Never show signs of impatience, sarcasm, or pity in dealing with a child who stutters. Do everything in your power to give him confidence.

6. Never fail to emphasize the health laws--
physical and mental.
7. Never fail to give the stutterer as many
adequate speech situations as possible.
8. Never dismiss a case of stuttering as one of
nervousness about which you can do little.

The Most Severe

Student E was the child in this study with such poor articulation that it was almost impossible to understand him. If it is at all possible, the classroom teacher should refer such children to a specialist in speech correction; however, if there is no such service available, she should try to do all she can to help them. Such a child will usually have more problems than his speech defect. Here especially must the teacher be aware of the whole child--of the defective rather than the defect.¹ The same methods and procedures described under articulation may be used, with possibly more emphasis needed on each of the seven steps.

In the case of Student E, the results of the help given were not too successful. Of the twenty-five consonant sounds tested, more than half were defective. Many of the sounds he could repeat with some effort but his conversation was almost unintelligible. He used

1. Wood, Alice L., The Jingle Book for Speech Improvement and Speech Correction. New York: E. P. Dutton and Co., 1941, pp. 207-208.

me for I at all times, and omitted whole words from his speech.

(Me go town for "I want to go to town"; Me no do dat for "I did not do that"; and Me no know for "I do not know.")

He had some difficulty in adjusting to the other children at first but when it was explained to them that his impediment was something Student E could not help, and something he needed help with, and that they, the children, needed help with things too, they were quite understanding and no longer made fun of him but tried to help him. He was given help with several sounds and showed some improvement; however, at Christmas time he moved to a different school. After three months he returned, having had no special help at all during this time. Such experiences are often very discouraging to the child as well as the teacher, but when a child needs help as much as this one did, one must start at the beginning again.

This study has shown four types of speech disorders that might be found in any first grade room. It is not the desire of the writer to convey the idea that the classroom teacher can correct and cure all such disorders, but rather to show how she may correlate speech improvement with her regular program, and how she can, with a little extra effort, give some individual help to those who need such help. Although every defect discovered in the diagnostic tests were not wholly corrected, the writer has received much gratification for what was done. These children, in the main, were helped. They were

not just passed on to the next teacher. The writer is also firmly convinced that this special help has been more meaningful for these children than would the same amount of time spent on regular classroom activities.

Chapter V

SUMMARY AND CONCLUSIONS

The purposes of this study have been to report the number and types of speech disorders that might be found in a typical first grade classroom, to show the need for and the value of an articulation analysis, and to suggest ways in which the classroom teacher may help children with speech problems become better adjusted individuals.

The procedure followed was to give an articulation test, using a picture scrapbook, and to observe the speech pattern of each child in various situations. The omissions, distortions, and substitutions used in the words tested were recorded. A notation was made of voice disorders and evidence of defects in speech rhythm.

Of the twenty-nine first grade children tested, eight showed the need of corrective speech treatment. Three had several commonly defective sounds in articulation; one spoke with a shrill, loud, unpleasant voice; two showed decided characteristics of stuttering (rhythm); and one had such poor articulation that it was almost impossible to understand his speech.

The suggestions for treatment that have been given are those which any well trained primary teacher can use. The auditory stimulus method for teaching new sounds is basically a simple

procedure, but it will be found effective enough to secure the desired results with all but a few cases. Phonetic placement techniques require a little more knowledge of the mechanics of sound production, but even an untrained person can carry out the mirror type work of phonetic placement technique. The teacher will also need to talk with the parents and explain the work that she is doing and enlist their cooperation.

It is the clear responsibility of every teacher to be aware of the difference that it makes to a child to be handicapped by a speech disorder, and it is her duty to do all she can to meet the needs of such a child. When there is a speech correctionist in the school system, it is the classroom teacher's responsibility to seek out the specialist to discover what work is in progress and to plan for specific ways of making the improvement occur in the classroom.

If there is no speech correctionist in the school, the classroom teacher must learn to understand speech defects. She must seek to understand the child's problem, and do her best to create conditions that will penalize him as little as possible.

With certain obvious articulatory errors the classroom teacher can do a great deal, provided she is interested, sincerely desires to help, and is endowed with those qualities of understanding, patience, and perseverance necessary to do a job of retraining. The teacher who has these qualities and is willing to put out the

effort to inform herself as thoroughly as possible, can take positive steps to help most of her pupils correct their articulatory errors.

This does not mean that what is proposed in this study is an adequate solution to the problems of the speech-handicapped child. There is no substitute for the training and experience possessed by the specialist. The classroom teacher, however, can make the best of a poor situation. She can partly bridge the gap between what is and what ought to be.

No teacher will ever have enough time to accomplish all the things she would like to do. However, the teacher whose interest in children is genuine, whose motivation to give whatever help she can is a vital driving force, will make the time. It may be fifteen minutes two or three times a week before school begins in the morning; it may be a part of the lunch hour; it may be following the close of school in the afternoon; or the fortunate teacher may be able to schedule her activities within the school day to provide for such activity several times a week. If the teacher sincerely believes that correct speech is as important as "readin', writin', and 'rithmetic" she will find the time.

The follow-up drill, which is so important after speech instruction, may be carried out in the reading program, and in private conference periods. Choral reading may help pupils to improve in articulation and pleasing speech, if the teacher has these things as a part of her goal. Rhythm bands, in the primary grades, contribute

to bodily relaxation and control. Creative dramatics may be used successfully to develop the pupils' creative expression. Finally, the classroom teacher should be aware of the fact that good speech is largely imitative, and she should do her best to furnish a good model of articulation, enunciation, and diction in her own speech.

The classroom teacher who makes the effort to help the speech-handicapped children in her room will find herself engaged in an extremely fascinating and rewarding branch of teaching.

Limitations

1. Almost any problem studied will be found to have certain limitations. This case is no exception.

2. This study is by nature a subjective one. It is a teacher's evaluation of her own devised program. However, the writer feels that it has met the needs of the purpose set forth.

3. In view of the fact that speech is a subtle, variable skill, it is difficult to measure such results as change of attitude, feeling of good rapport, tolerance, and a willingness to express oneself. There is also no way to determine the influence of the teacher's personality and background of training upon the results obtained.

4. This study was further limited by the interruption in the treatment of the one subject who moved out of town. And finally, due to the fact that this is a new field, little research has been reported. It was impossible, therefore, to compare the results of

this study with others of a similar nature.

Educational Implications and Recommendations

1. It is the belief of the writer that the results of this study have justified the needs set forth; and that speech improvement and correction is as important as other primary school studies. Therefore, it is recommended that other teachers undertake the responsibility of helping the speech-handicapped children in their classrooms.

2. It is desirable that administrators, as a group, become aware of the importance of speech improvement and correction, and incorporate it as such into the school curriculum. Instruction of speech needs should have the endorsement of superintendents and principals. Teachers should be encouraged to apply essential techniques for teaching better speech. They should feel that they are justified in adjusting their classroom schedules to cultivate speech both as something that needs direct attention and as an applied activity.

3. If teachers are to assume the responsibility of helping children with speech problems they must have an opportunity for more training in this field. College courses in Speech Education and Correction should be required in teacher training programs.

4. The number of college courses offered on the graduate level is extremely limited. There is a great need to make the field of

education aware of the importance and need for speech improvement.

5. It is suggested that the P. T. A. meetings offer opportunity for discussions of the language skills and show the need and importance of a close relationship between the home and the school in the development of speech improvement.

6. It is the earnest desire of the writer to see a clinic established, here in Central Washington, where guidance and in-service training may be given teachers and parents; where children with problems in speech, remedial reading, and exceptional behavior may be studied and helped to make a normal adjustment to school and their environment.

7. It is hoped, after reading what has been done by one teacher, and what can be done by any other, that other teachers will undertake a similar study using different children in other situations.

8. And finally it is a plea as well as a recommendation that all teachers take advantage of every opportunity that is offered them to consult with specialists in the field of speech, and to acquaint themselves with suggestions and materials given them.

The classroom teacher should remember that speech is a practical set of skills for the normal child, a correctional process for the defective child, and a fine art for the talented child. And each child must be stimulated to learn in accordance with his readiness to receive instruction.

APPENDIX

The purpose of the Appendix of this study is to share material and suggestions that might be used in teaching and strengthening the consonant sounds.

EXERCISES

RELAXATION

Playing Rag Doll

I'm a limp rag doll.
I have no bones.
My arms are limp.
My neck is limp.
I'm a limp rag doll.

Little Sleepy Head

They call me little sleepy head.
I yawn at work, I yawn at play.
I yawn and yawn and yawn all day;
Then take my sleepy yawns to bed.
That's why they call me sleepy head.

(Be Sleepy Head.)

(Teacher reads the jingle in a quiet voice. As children yawn they should stretch and nod their heads sleepily from side to side.)

Quiet Time

This is my quiet time.
My hands and feet are still.
My head is down.
My eyes are closed.
This is my quiet time.

(Play this is your quiet time.)

Trees in the Wind

I'm a tree in the woods.
 I sway in the wind.
 My hands are the leaves;
 They fall from the tree.
 How softly they float
 From the top of the tree.

(One child may be the wind and run softly through the group saying, "Oo-oo-oo-oo!" As the wind passes the trees sway.)

The Scarecrow

Once upon a time a grandmother, who lived in the country, had a large cherry tree. It was loaded with red, red cherries. Now Grandmother was not so spry as she used to be. She could not climb up to the top of the tree to pick the red, red cherries to put into pies. She had to wait until her grandson came from the city. Jack's father had promised to bring him the next Saturday. But now it was only Wednesday.

Grandmother didn't know what to do. She wanted to wait for Jack to pick the cherries, but how could she? Someone was already taking them--the black birds. If something was not done about it at once, the cherries would be gone.

Grandmother made a plan. She made a funny old scarecrow and put it up in the cherry tree. The birds thought that the scarecrow was a real man and did not go near the tree again.

Now Grandmother's funny old scarecrow could not hold up its head. I'll show you how his head would go. Then you may try it.

(Motion: Head relaxed--forward, backward. (After the children have learned the motion, repeat: "Down, back" very slowly.)
 Rotation motion: Drop head forward; to the right; let it fall backward; to the left; to the front, and up. Repeat several times.)

Place the finger half-way between the chin and the larynx. Swallow to feel the muscles tighten and press down. Then relax to see how nearly like a downy pillow one can make that part. If it is not soft, it is because there are constrictions. Poke the pillow gently to make sure that there are no hard lumps in it. Relax the tongue and imagine that it is lying on this softest of cushions.

The Flowers and the Sun

Some children may be flowers.
 One may be the sun.
 The flowers sit on the floor and sleep.
 The sun hides behind the hill. (desk)

The sun rises slowly.
 The flowers raise their heads.
 They stretch their leaves.

The sun sinks behind the hill.
 The flowers go back to sleep.

Exercises for the Lips

The Funny Little Clown

I'm a funny little clown.
 I say, "Ah-oo—ee-oo."
 My mouth is open wide.
 When I say, "Ah, ah, ah."
 I draw my lips far back
 When I say, "Ee, ee, ee."
 My lips are very round
 When I say, "Oo, oo, oo."
 "Ah - oo - ee - oo, ah - oo - ee - oo."
 I am a funny little clown.

(Draw pictures on the board of the faces of clowns showing the lip positions for ee, ah, oo. Have the children imitate the positions, exaggerating the lip movements while forming the sounds.)



ah



ee



oo

Exercises for the Tongue

Jack in the Box

Jack jump out,
 And Jack jump in.
 Jack jump up,
 And Jack jump down.

Shake your head.
 Look out and in.
 Go in and shut
 The cover down.

(Play your tongue is Jack, and your mouth is his box.)

Lapping Milk

Little kitty laps her milk.
 Lap, lap, lap.
 Her tongue goes out,
 Her tongue goes in,
 Lap, lap, lap.

Little Kitty likes her milk.
 Lap, lap, lap.
 Oh, see her tongue.
 Go out and in.
 Lap, lap, lap.

(As the jingle is read the child should stretch out his tongue as far as possible, then pull it back quickly, "lapping" rhythmically.)

ARTICULATION TEST

ARTICULATORY ANALYSIS

Name _____ Age _____ Sex _____ Grade _____

Address _____ School _____ Date _____

Tester _____

Key for recording

Substitutions: (w/r)

Omissions: (-r)

Additions: (+w)

Distortions: (dis.)

Vowels

Sound	Stimulus	Response	Remarks
ɪ			
I			
ɛ			
æ			
ɚ			
ɪ			
u			
ʊ			
ɔ			
ɑ			

Diphthongs

Sound	Stimulus	Response	Remarks
ɔɪ			
eɪ			
oʊ			
aʊ			
ɔɪ			

Consonants

Sound	Initial	Medial	Final	Words	Remarks
Bi-Labial (Lip)					
p					
b					
m					
w					
M(wh)					
Labial-dental (Lip and Teeth)					
f					
v					

Sound	Initial	Medial	Final	Words	Remarks
Tongue Tip - Gum Ridge					
t					
d					
n					
l					
tʃ (ch)					
dʒ (dg)					
Lingual-Dental (Tongue - Teeth)					
θ Voiceless (th)					
ð Voiced (th)					
Back of Tongue - Soft Palate					
k					
g					
ŋ (ng)					
Tip of Tongue					
s					
z					
r					
ʃ (sh)					
ʒ (zh)					

Sound	Initial	Medial	Final	Words	Remarks
Middle of Tongue - Hard Palate					
j					
Pharyngeal fricative					
h					

VOICE AND RHYTHM ANALYSIS

The following is subjective analysis made upon careful listening to free conversation and directed response.

Voice

Normal _____ High Pitch _____ Low Pitch _____

Ability to carry a tune: Unison _____ Solo _____

Tune Used _____

Check appropriate adjective:

Normal _____ Hoarse _____ Strident _____ Guttural _____

Breathy _____ Throaty _____ Nasal _____ Denasal _____

Remarks:

Rhythm

Frequency of speech blocks: Often _____ Occasionally _____

Duration of speech blocks: Long _____ Average _____ Short _____

Repetitions _____

Prolongations _____

Conditions under which they occur:

Naming of Pictures _____

Recitation: (Nursery Rhyme) _____

Conversation _____

Remarks:

CONSONANT SOUNDS

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M

I am the M sound.
 I am made with two lips.
 I am made with breath.
 I hum when I talk.
 Make me hum.
 Can you feel me in your nose?

Sounds you can feel in your nose are called nasal sounds.

M is the "humming" sound.
 The lips should not be pressed together--just
 lightly closed.

Drill: Hum and say "ah" and then do the same with aw, oh, oo, ee,
 a, i. (maw - moh - moo - mee - ma - mi)

Say "ah" and then hum; (ahm-); also oh, aw, oo, ee, a.

Minna Mona, Mina, Me.
 Mark the maidens merry,
 Mounted many a maple tree
 And Murmured, "Not a cherry."

Valuable if given with prolonged final "m" sounds:

Come and play the dream game
 With Tom and Tim;
 Swim through the cloud foam
 To the moon's dim rim.

Climb inside and rock
 About the dome
 Then with Tim and Tom
 You may swim back home.

(Good exercise for resonance and volume)
 Make the O's as round as stones.

They moan and groan and groan and moan
 The moping old Moldy stones;
 But, oh, oh, those doleful tones
 When the cold goes into their bones.

Games to play:

The Muffin Man
The Mulberry Bush

M-m-m-m-m The Humming Sound

M-m-m-m
Hum, hum, hum,
Hear my humming top.
M-m-m-m
Hum, hum, hum.
It can hum and stop.

It's time to climb the plum tree
And go from limb to limb.
It's time to gather plums, dear,
For Tom, and Tim, and Jim.

Words

Initial

me
my
may
man
mother
mail
meat

Medial

mama
hammer
hams
hemming
drummer
dimmer
dimple
dumpling

Final

hum
home
drum
came
dream

Sentences

My Mother misses me.
Martha made mud pies on Monday.
Mother makes me drink milk at home.
The mailman made many trips.
Mary made May baskets on May Day.

P

I am the P sound.
 I am made with two lips.
 I am made with breath.
 I send little puffs of breath
 between the lips.
 Put your hand in front of your lips
 and sound me.
 Can you feel the little puffs.

(Hold a slip of paper before your lips when you say "pay" and notice how the paper is blown away by the explosion "p," and then notice that it should be blown away in the same way when "up" is spoken, or any word ending in "p.")

"P" is the puffing sound. Repeat "ah" three times; then say "ah" but begin it with a puff (pah). Do the same with aw, oh, oo, ee, a, i.

The Puffing Game

One windy day a puff of wind came and blew away the papers with which the children were playing. Let's play that game. We'll put our lips together and blow them apart with a puff. Say "a" and begin it with the puffing sound (pa).

Jingles

"I'll puff," said the Wolf,
 I'll puff up your pen."
 And that poor, poor pig
 Was homeless again.

"Pop-pop-pop,"
 Says the popcorn in the pan.
 "Pop-pop-pop."
 You may catch me if you can.

Popcorn Posies

Hop, hop, hop
 Watch the popcorn pop
 Into pure white posies
 Then stop, stop, stop.

Drill: ap, ep, ip, op, up

appy, eppy, ippy, oppy, uppy

Little Brown Rabbit

Little Brown Rabbit went hippity hop,
Hippity hop, hippity hop.
Into the garden without any stop,
Hippity hop, hippity hop.

He ate for his supper a fresh carrot top,
Hippity hop, hippity hop.
Then home went the rabbit without any stop
Hippity hop, hippity hop.

(Play you are a rabbit)

<u>Initial</u>	<u>Words</u>	<u>Final</u>
pan	papa	top
pet	puppy	step
pass	pipe	jump
park	pepper	stop
penny	pumpkin	mop

Sentences

Please pass the pumpkin pie.
Paul played ping-pong.
Poor pussy put her paw in the puddle.
The puppy pulled at a piece of paper.
We had a picnic by the pond in the park.

B

I am the B sound.
 To make me use two lips.
 Make your breath go through your lips.
 Sound me in your throat.
 Put your hand across your throat.
 Can you feel me as I talk?

For "b" make the puff as for "p" with a buzz in the throat.
 Hold the finger before the lips to feel the puff of air.

Drill: Give "ah" very slowly three times. Then begin "ah" with a buzzy puff (bah). In the same way give: aw, oh, oo, ee, a, i.

Biggity, baggity, bacon and beans,
 A bucket of butter, a basket of greens,
 A bottle for baby, some berries for Bess,
 And a big block of beef for big brother Jess.

Big brown bear and bumblebee,
 Both beneath a butternut tree.
 "Buzz," boomed the Bee, "There my breakfast goes."
 "Boof," barked the Bear, "What bit my nose?"

Nibble Nose
 (Open jaws wide as you say "baa")

Nibble Nose is our pet goat,
 Baa, baa, baa;
 He wears a soft and silky coat,
 Baa, baa, baa.

He gets his lunch by nibbling grass,
 Baa, baa, baa;
 And greets the children as they pass,
 Baa, baa, baa.

Day by day he grows and grows,
 Baa, baa, baa;
 He'll soon grow up, our Nibble Nose,
 Baa, baa, baa.

<u>Initial</u>	<u>Words</u>	<u>Final</u>
bee	baby	cob
bat	bubble	cub
boy	Bobby	cab
ball	bobble	tub
boat	bibs	job
bone		web
barn		

Sentences

Bob bounced the ball to the boys.
 The baby has a bib.
 Big black bunnies like beets.
 Brownies wear bright bells on their boots.
 "Bow-wow," barked Bowser the bulldog.

W

I am the W sound.
 I am made with lips.
 I am made with voice.
 Make your lips round and
 say "oo" like the wind.
 That is how I sound.

"W" is the owly sound, "oo." Round the lips for the "oo" and snap them quickly into position for the following vowel sound. (In sounding the "oo" the lips are rounded to form a small circle.)

Drill: Repeat "ah" three times very slowly. Then say "ah" but begin it with the owly sound. In the same way give aw, oh, oo, ee, a, i.

Wig - Wag

The wig-wag says:
 "Here comes the train."
 WIG - WAG - WIG - WAG.
 Then watch your step.
 Here comes the train.
 WIG - WAG - WIG - WAG.

The wig-wag says:
 "The train goes by."
 WIG - WAG - WIG - WAG.
 Now stand there still
 Until its by.
 WIG - WAG - WIG - WAG.

(Play you are a wig-wag. Say what the wig-wag says. They may like to move their arms or bodies rhythmically when they say "wig-wag.")

Nursery Rhymes for further practice are:

"Wee Willy Winky"
 "Twinkle, twinkle, little star"
 "The Wee, Wee Woman"

A wee, wee wasp
 With a wee, wee waist
 Was wont to work with a will
 She wasn't one to worry,
 But once upon a time
 She worried Willie Hill.

Words

was	work	walk	woman
wash	will	wish	wiggle
well	wood	water	wagon

Sentences

Wee Willie Winkie waked early on Wednesday.
 He went wading.
 Polliwogs wiggled in the water.
 The windmill waved its arms as the wind blew.
 A woodpecker will peck wood.
 I wish I had a wagon with little wire wheels.

WH

I am the WH sound.
 I am made with lips.
 I am made with breath.
 Now turn me around and sound H - W.
 That's how I am made.

The WH sound is made by whispering the w sound.

Drill: whah, whaw, whoh, whoo, whee, wha, whi.

The Whipperwill's Song

Whip-poor-will. O Whip-poor-will.
 Hear me call my Whip-poor-will.
 Whip-poor-will. Whip-poor-will.
 Come my baby Whip-poor-will.

Whip-poor-will. Whip-poor-will
 Come my baby Whip-poor-will.
 Whip-poor-will. Whip-poor-will.
 Here's my baby Whip-poor-will.

Play you are a whip-poor-will. Call the baby whip-poor-will.

The children like to play the game "Whip-poor-will" by placing the parent birds in an improvised nest, from which the baby bird escapes. The parents call "Whip-poor-will" until the bird returns to the nest. Be sure that the child says "Whip" correctly before he is allowed to be a parent bird.

(A helpful device for teaching "Wh" is a flag made of light paper. This is held before the child's lips while he says words beginning with "wh." When the sound is correctly made the flag is blown away gently from the lips.)

Where Is My Whistle?

"Oh, where is my whistle?"
 Asked Willie one day.
 "My dear little whistle,
 My little white whistle,
 My dear little, white little whistle,
 I say.

"Why, here is your whistle,"
 His brother replied.
 "Your dear little whistle,
 Your little white whistle,
 Your dear little, white little whistle,
 He cried.

Let the children make paper pin wheels. Hold a wheel before your lips and show that when you say "wh" the wheel goes around, but when you say "w" it does not move. Let the children then try to make the wheels go around when they say words beginning with the sound.

Words

why	whale	white	which
when	wheat	while	whittle
wheel	where	whirl	whistle

W

way
 witch
 wear
 wail
 weather
 world
 were

Wh

whew
 which
 where
 whale
 whether
 whirled
 whir

Sentences

The wheel said, "Whir, whir, whir."
 Where is my white whistle?
 Why do Eskimos want to kill whales?
 I will wheel the wheelbarrow wherever you wish.
 In which tree was the whip-poor-will?
 The wheat waved when the wind blew.

F

I am the F sound.
 I am made with lower lip.
 I am made with the upper teeth.
 Scratch your lower lip lightly against your
 upper teeth. Now blow lightly at the same time.

(When Fuzz, the children's kitten, is angry
 he spits. So the children sometimes play the
 Angry Cat game.)

Make a picture of a cat on a fence on the blackboard.

Bite your lower lip and blow
 Like the angry cat on the fence below.

Drill: Repeat "Ah" three times. Now say "ah"
 but begin it with the angry cat sound. (fah)
 In the same way, give aw, oh, oo, ee, a, i.

Drill: For final "f": af, ef, if, of, uf.

Fee, Fie, Fo, Fum

Fee, fie, fo, fum.
 See my finger.
 See my thumb.
 Fee, fie, fo, fum.

Fee, fie, fo, fum.
 Finger's gone and
 So is thumb.
 Fee, fie, fo, fum.

Phil is a funny fellow,
 A funny fellow is Phil.
 He wears a fancy feather,
 And his false face frightens Bill.

Four foolish fishes fought for food.
 And their fins fanned the water fast.
 But while they were fighting the fifth
 one came
 And finished that meal to the last.

Five fifers, five,
 Fifing in the fog,
 Fay and Fan, Phil and Dan,
 And Philip's funny dog.

The Fan

The game is to be used when the child does not succeed in giving a continuous sound but substitutes p for f. Cut thin pieces of paper into the shape of small fans. Tell the child that he may have a fan to color if he blows it correctly. Show him how the fan moves as you repeat "f" prolonging the sound. Let the children who succeed color their fans while you give individual help to the children who are having difficulty.

Words

<u>Initial</u>	<u>Final</u>
fan	muff
fun	puff
fix	huff
face	stuff
find	calf
fish	half
farm	loaf
fairy	roof
father	

Sentences

Father fished on Friday.
 Firemen fought the fire.
 Frank had fun with the calf.
 We have fresh fruit for breakfast.
 The fairy found a flower muff.
 Running makes me puff and puff.

Kitty

Fa, fe, fi, fo, fu.
 Kitty says, "Mew, mew,
 I shall follow after you."
 Fa, fe, fi, fo, fu.

V

I am the V sound.
 I am made with the lower lip.
 I am made with the upper teeth.
 Scratch your lower lip gently
 against your upper teeth.
 Now use your voice.

For "v" give the angry cat sound "f" and add a buzz which you can feel in the throat.

Drill: Repeat "ah" three times, then begin "ah" with this angry cat sound to which you have added the Buzz. (Vah)
 In the same way drill on aw, oh, oo, ee, a, i.

Drill: av, ev, iv, ov, uv.

Playing Airplane

Airplane, airplane, in the sky.
 V
 Flying, flying, up so high.
 V
 Take me with you when you fly.
 V
 I would like to sail the sky.
 V

(Play you are an airplane.)

My Valentine

Valentine, oh, Valentine,
 See my pretty Valentine.
 Red and blue,
 Yellow, too,
 Oh, my Valentine.

Veils

Veils on bonnets,
 Veils on hats,
 Very fine veils
 On wings of bats.

I believe I love her better
 Every day I live.
 My lovely, lovely mother,
 Who gives and gives and gives.

The Airplane Race

Designate a starting point and a goal for a race. Choose two children to be airplanes. Before the child can be in the race he must show that his engine is working well, by repeating correctly, "voo, voo, voo, voo." If necessary, individual help may be given in preparation for the race. When two children give satisfactory sounds they may pretend to fly to the goal saying "voo, voo, voo, voo." The child who reaches the goal first wins the race.

Valentines

Cut small hearts from red paper. Tell the children that every child who repeats "v" (give the sound) correctly after you, will receive a valentine. Give individual help to the child who is unable to produce the sound.

When children can produce the sound "v" correctly, tell them that every child who can repeat: "vee, vee, voo" correctly will receive a valentine. If a child repeats the syllables correctly give him a heart and add, stressing the "v", "Valentine for you."

Words

Initial

van
very
vote
valley
visit
vase
vine
voice
valentine

Final

give
five
have
live
love
glove
move

Sentences

"V-v-v-v-v-v-v-v-v-v," hums the airplane.
Have you a very soft voice?
Vera found a valentine.
The valentine said, "I love you."
Puppies are very lively.
We found violets in the valley.

T

I am the T sound.
 I am made with the tongue.
 I am made with breath.
 Tap your tongue back of your
 upper teeth.
 That is how I am made.

T is the "ticking" sound,
 "t, t, t,"

The tongue tip makes a dot
 On the roof of the mouth,
 Behind front teeth,
 That's the "Ticking Spot."

(The tip must not touch the front teeth.)

Ta, te, ti, toe,
 Up and down my tongue must go:
 Ta, te, ti, toe,
 Tapping on the ridge just so.

(As you give the "t" sound, feel a little
 puff of breath on the back of your hand.)

The Gay Little Cricket

The gay little cricket is singing today,
 "Tee-dee, tee-dee, tee-dee."
 He rubs his wings and sings this way:
 "Tee-dee, tee-dee, tee-dee."

The gay little cricket is singing all day,
 "Tee-dee, tee-dee, tee-dee."
 He sings at work and he sings at play,
 "Tee-dee, tee-dee, tee-dee."

The Motor Boat
(Final "T")

I have a little motor boat.
It runs around the bay,
And when I start my motor boat
It always seems to say:
Putt - putt - putt - putt.

Make the motor boat go fast:
Putt-putt-putt-putt-putt-putt-putt-putt

Try this ticking tune: atty, at, at; etty, et, et; otty, ot, ot.
(Use both the long and the short sounds)

<u>Initial</u>	<u>Words</u>	<u>Final</u>
toe	kitten	it
tan	pretty	let
top	mitten	hot
toy	little	sit
tell	dirty	meat
time	city	boat
table		goat
took		pat

Sentences

Tip, tap, tap your tongue.
"Tick-tock, tick, tock," ticked the clock.
Take the hot tea to the table.
Let me get my top.
Tap, tap came the tapping of the rain.

The clock says "Tick-tock."
Play you are the clock.

Out in the hall beside the door
There stands a big old clock,
And it says in a voice quite loud,
"Tick, tock, tick, tock, tick, tock."

D

I am the D sound.
 I am made with the tongue.
 Tap your tongue back of your
 upper teeth.
 Now use your voice on this sound.

(To make the D sound, you play the "Ticking Game"
 again, only this time there is a buzz, like a bee,
 in your throat.)

Drill: Da, dah, daw, doo, di, de,
 Ed, ad, id, od, ud
 Adder, edder, idder, odder, udder

Dog Fido

Diddy, Daddy, Dido.
 Did you see Fido?
 Did he dart about in the dark?
 Did he drag my doll?
 Did he dust her about and bark?

The Woodpecker

D-d-d-d-d-d-d-
 Goes the woodpecker's bill,
 As he hammers on the bark of a tree;
 D-d-d-d-d-d-d-
 And he knows by the sound
 Where the fat little bugs ought to be.

(Say the woodpecker rhyme and tap your finger on
 the desk as you say the D sound.)

<u>Words</u>		
<u>Initial</u>	<u>Medial</u>	<u>Final</u>
day	daddy	mud
doll	body	seed
dog	under	bed
duck	window	head
dress	lady	said
den	candy	food
deep	Indian	good
down		hand
deer		sand

Sentences

Donald Duck was dirty.
 Dot dressed her doll.
 Dad dug a deep, deep ditch.
 David ate doughnuts for dinner.
 The dog played in the mud.

S

I am the S sound.
 I am made with the tongue.
 I am made with breath.
 Put your teeth together.
 Now blow or hiss.
 Be sure you hide your tongue
 behind your teeth.

Think of the steam coming from the tiny opening in the cap on the valve of the radiator. Imagine the mouth as the radiator with the teeth easily closed. The tongue is the valve and the opening in the cap is between the tip of the tongue and the roof of the mouth just behind the upper front teeth. The breath (steam) comes between the upper front teeth just below the gums.

Drill: Repeat "ah" three times very slowly; then sound "ah" but begin it with the steamy sound--a steamy "ah" (sah). In the same way use aw, oh, oo, ee, a, i. (The "z" is made the same way but with a buzz, or voice.)

The Teakettle Song

The teakettle sits on the stove,
 S-s-s-s-s-s-s-s
 And sings a gay little song,
 S-s-s-s-s-s-s-s-s-s

Ice Cream Cones

(Play you are the Ice Cream Man)

Ice Cream Cones.
 Ice Cream Cones.
 Come and buy my ice cream cones.
 Chocolate ice cream.
 Strawberry ice cream.
 Pineapple ice cream.
 Ice Cream Cones.
 Ice Cream Cones.
 Who will buy my Ice Cream Cones?

Seesaw

Sal sat on a seesaw--
 A seesaw, a seesaw.
 Sal sat on a seesaw--
 All on a sunny day.

Sue sat on a seesaw--
 A seesaw, a seesaw.
 Sue sat on a seesaw--
 And sang a song so gay.

Sal fell off a seesaw--
 A seesaw, a seesaw.
 Sal fell off a seesaw
 And down sat singing Sue.

Nursery Rhymes for further practice are: "Simple Simon," "Pussy Cat," "Sing a Song of Sixpence," "See-saw Margery Daw."

The Train

One child is chosen to be the engine, another the coal car, etc. Each child places his hands on the shoulders of the one in front of him to connect the cars. The train makes an imaginary trip. When the train stops at a station, the engine lets off steam with the sound "s-s-s-s-s."

Words

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
so	inside	miss
see	see-saw	yes
sing	passing	gas
sail	beside	pass
soup	bicycle	this
salt	outside	bus
song		house
soap		mouse

Sentences

Sing a Song of Sixpence.
 Sally slipped on the ice.
 My sister put salt in the soup.
 See the stars and stripes.

Z

I am the Z sound.
 I am made with the tongue.
 I am made with breath.
 Put your teeth together.
 Now blow and use your voice.
 Hide your tongue behind your teeth.

("Z" is made like the steamy sound only with a buzz.)

The Airplane

Zoom, zoom, zoom,
Hear the airplanes hum.
Zoom, zoom, zoom,
See how fast they come.

(Make the airplane "zoom.")

The Song of the Bee

The bee is singing a song,
 Zzz, zzz, zzz,
To each flower as he flits along--
 Zzz, zzz, zzz, zzz.
While father makes money,
The bee makes his honey
In hours that are sunny--
 Zzz, zzz, zzz.

(Make the bee "buzz.")

The Mosquito

One child is chosen to be the mosquito. The mosquito flies around the other children giving the sound "z". He touches one of the children who immediately chases the mosquito back to his place in the circle. If the mosquito is caught he must touch some other child. If he is not caught, the child who failed to catch him becomes the mosquito.

The Bee and the Goats

Choose three billy goats who run to the turnip field. Children who need drill on the sound "z" may be given individual tests to see who can make the best bee to scare the goats out of the turnip field. After a short drill one child may be chosen to go to each goat buzzing "z, z, z, z, z, z, z, z" near his ear. The goats run out of the turnip field.

Words

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
zoo	busy	nose
zero	scissors	days
zig-zag	daisy	buzz
zebra	lazy	bees
zoom	cousin	cars
zipper	visit	rose

Sentences

"Zzz, zzz, zzz," buzzed the bees.
 My cousin is busy.
 There is a zebra in the zoo.
 We visit the zoo on Saturdays.
 The cars go zig-zag.
 Please sell me some daisies.

SH and ZH

I am the SH sound.
 I am made with the lips.
 I am made with the tongue.
 I am made with breath.
 Push your lips forward, lift your tongue
 a little, then blow.

"Sh" is the hush-a-by sound -- the sound we make when we do not wish to wake the baby. Repeat "ah" three times; then sound "ah" but begin it with the hush-a-by sound (shah). In the same way give aw, oh, oo, ee, a, i.

Make "zh" exactly the same as the "sh" but add the voice. It is the sound that the buzz saw makes.

(These sounds are made like "s" and "z" except that the tongue is drawn back slightly and the breath is sent through a wider channel.)

A Lullaby

Hush-a-by, hush-a-by,
 Go to sleep, dear.
 Hush-a-by, hush-a-by,
 Mother is here.

She will not leave you,
 She will be near,
 Hush-a-by, hush-a-by,
 Go to sleep, dear.

Holes in My Shoes

The shoemaker's shop is shut today.
 Oh, what shall I do with my shoes?
 The shoemaker's shop is shut I say.
 And there are big holes in my shoes.

The holes in my shoes may stop my play.
 Oh, what shall I do with my shoes?
 The shoemaker's gone, he's gone away,
 Oh, what shall I do with my shoes?

Putting Out the Fire

(zh as in measure)

The firemen turn the water on,
 Zh.
 The flames leap up, the firemen shout,
 Zh.
 The water beats against the wall
 Zh.
 The flames die down; the fire is out,
 Zh.

Flies

Choose one child to be the chaser. Give him a short individual drill on the syllable "shoo." Have the other children play that they are flies. Designate a small running place for the house of the chaser. The chaser is in the house. When the flies come in the house the chaser says "Shoo, shoo," and tries to catch a child before he flies out of the house. Should the chaser succeed in tagging a child, the child must drop out of the game.

Words

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
shoe	fishing	fish
sheep	wishing	dish
shell	pushing	wash
shut	washing	push
ship		brush
shop		wish

Sentences

She sells sea shells on the sea shore.
 Let's have a show in the shack.
 He should shear the sheep.
 Put the fish in the dish.
 The sun will shine after the shower.

CH and J

I am the Ch sound.
 I am made with two sounds.
 I am made with breath.
 Sound T and SH close together.
 Sound them close together. T Sh

These are the engine sounds.
 For "ch" sound the tick (t) and run it quickly
 into the hush-a-by sound (sh).

Drill: Give "ah" three times and then repeat but begin with the engine sound (chah) and do same for aw, oh, oo, ee, a, i.

It sometimes helps, if there is difficulty with this sound, to imitate a sneeze.

(Make "j" the same way but add a buzz. Feel the voice in the throat.)

The Toy Train

My little train runs on a track.
Choo, choo, choo.
And we go on a trip today.
Choo, choo, choo.

The whistle toots. The bell I ring.
Choo, choo, choo.
And here we go upon our way.
Choo, choo, choo.

(Play you are a toy train.)

The sound of "ch" requires a slight explosive puff, very much as for "t" but with the tongue in approximately the position for "sh." The explosive puff can be demonstrated by holding the wrist before the lips when saying first "eat" and then "each." If a child substitutes "sh" for "ch" he can be shown that "ch" blows away abruptly a piece of paper held before his lips, while for "sh" the breath comes out in a slow continuous stream.

The Train

Have the children line up to represent a train of cars. Have the engine repeat "choo, choo."

The Robin

Choose a child who needs a special drill on the sound "ch" to be the robin. The other children pretend to be asleep. Have the robin repeat the following phrase correctly, before he can fly to each one to wake him up.

"Cheeree, cheeree,
Cheeree, cheeree."

After a short interval of individual drill, the robin may fly to each child and wake him with the song.

The Jumping Jack
J (dg)

I have a jolly jumping Jack,
See how well he jumps.
Up and down from right to left,
He jumps and jumps and jumps.

(Tell the jumping Jack how to jump.)

Words

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
chair	picture	catch
chain	matches	each
chick	teacher	watch
cherry	kitchen	reach
chalk		peach
child		much
jar	gingerbread	large
joke	pigeon	page
jump	engine	bridge
jam	largest	
jelly	angel	
jolly		

Sentences

"Cheep-cheep," chirped the chicken, "cheep-cheep."

"Chug, chug, chug," chugged the motor boat.

Can the child reach the peach?

Charles ate cheese for lunch.

The children chose the chairs for the church.

"Jay, jay, jay," says the blue jay.

Jean jumped the jumping rope.

Jane got the jam and the jelly.

I have a giant jumping jack.

Jack was a jockey.

L

I am the L sound.
I am made with the tongue.
I am made with voice.
Press the tip of your tongue against
your hard palate.
The sound comes out the sides of
your tongue.

"L" is the drilling sound. Drill with the front edge of the tongue on the roof of the mouth just behind the upper front teeth using the voice.

If the child has difficulty with "l" ask him to place his tongue tip on the gums just as you do; ask him to say "ah" with the tongue tip against the lower teeth, then move his tongue tip up to the designated place. Let him see in a mirror what he does. After he has done this several times let him say, "la, la, la," as he moves the tongue tip up and down. Other vowels may then be used.

Exercises for the tongue and the lips should precede the teaching of "l."

The Lovely Locket

Little lady Lilly,
La, la, la, la, la.
Lost her lovely locket.
La, la, la, la, la.

Lucky little Lucy
La, la, la, la, la.
Found the lovely locket.
La, la, la, la, la.

Lovely little Locket,
La, la, la, la, la.
Lies in Lucy's pocket.
La, la, la, la, la.

(Only those who can form "l" correctly and easily should repeat the jingle. The others may come in on the "La, la, la, la, la.")

Drill: Sound "ah" three times very slowly. Then begin "ah" with the drilling sound (lah). Do the same with aw, oh, oo, ee, a, i.

Have the children sing familiar tunes on the syllable "La."

The Bells

Familiarize the children with several types and sounds of bells. Choose one child to imitate by sound and motion of the hands or arms a bell. If a little bell, he says, "Lingaling," in a high-pitched voice. If it is a street car bell, he says, "Ling, ling, lingling," in a stronger voice. The children may then imitate the motion, or it may be turned into a guessing game by having the children guess what bell is being imitated.

Lye, Lye, Fly

Choose one child who needs special speech drill on the blend "fl" to be the mother bird. The rest of the children may be baby birds. When the mother bird says, "Lye, lye," the baby bird hops two steps from the nest. When she says, "Fly," they attempt to fly from the nest. The bird which flies the best may join the mother bird and help repeat the phrase "Lye, lye, fly."

Words

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
lay	balloon	ball
lost	yellow	roll
lamb	follow	pull
light	milller	tell
lady	always	well
lamp		bell

Sentences

Lee lost his little ball when he fell.
 I like to lick lollypops.
 Little ladies like lemonade.
 Come along; let's play leapfrog.
 I saw the mule fall.

R

I am the R sound.
 I am made with the tongue.
 I am made with the voice.
 Lift the tip of your tongue a little
 and then curl it back.
 Now sound me--R

"R" is the growly sound, not a vicious growl away down in the throat, but a nice polite growl which seems to come from just behind the bone which he has in his mouth. Do not move the lip or you will make "w" instead of "r".

The sound "r" is formed by placing the sides of the tongue against the upper back teeth, while the tip moves up to a point just below the upper gums. The lips take on approximately the shape of the vowel following.

Ask the child to say "ah" with his mouth as wide open as possible. Now, keeping his lips and the back of his tongue motionless, he raises the tip of the tongue up and back toward but not touching, the upper gums.

Drill: Sound "ah" very slowly three times; then begin "ah" with a growl (rah). In the same way use the other vowels.

Little Rabbit

Ray, ree, rye, ray.
 Little rabbit ran away.
 Ree, ray, rye, ree.
 What did little rabbit see?

The Rag Man

When the rag man comes
 You hear him say,
 "Any rags, any iron,
 Any bottles today?"

He fills his sack
 And goes away.
 "Any rags, any iron,
 Any bottles today?"

Freight Train

Imitate a freight train switching, repeating very slowly,
 "Hah, rah, rah, rah, ray, rah, ray, rah, ray."

Squirrel

The children are placed in several lines or in a circle several feet apart, representing trees. One child is chosen to be the squirrel. The children repeat or sing the following to the tune of "Lazy Mary."

Squirrel, squirrel, run up the tree,
 Up the tree, up the tree,
 Squirrel, squirrel, run up the tree,
 You can't catch me.

The squirrel repeats the last line as he touches a child who represents a dog. The dog tries to catch the squirrel as he runs in and out among the trees.

Words

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
rain	berry	mother
run	dirty	father
roof	merry	sister
room	carry	four
radio		river
rope		cover
robin		door
rabbit		

Sentences

Be ready to read.
 "Erp, erp," barked the little dog.
 A rabbit ran around a rock.
 A robin redbreast was in the rain.
 Run to the river with Rover.
 Father rows our boat in the summer.

N

I am the N sound.
 I am made with the tongue.
 Press your tongue against your
 hard palate.
 Now sound me in your nose.

(The tip of the tongue is on the "ticking spot" right back of the upper front teeth, and the back of the tongue is down)

Fog Horns

When it's foggy on the bay,
 N
 Then the fog horn blows this way,
 N
 When it's foggy late at night,
 N
 Fog horns blow until it is light.
 N

(The children place the tongue tip against the upper gums and hum. They should think of their noses as the fog horns. Pitch and loudness may be varied.)

Jingle

Nine naughty nannie goats,
 Nibbling noon and night,
 Ate nine pairs of Nylons--
 Now does that seem right?

Na, ne, ni, no,
 Tip of the tongue to ridge just so,
 Na, ne, ni, no,
 Through your nose the "n" must go.

Pen, ten, hen, den--
 Four little words to rhyme with men.
 Pin, pan, pen, pun--
 Making words is lots of fun.

Words

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
nose	candy	can
new	candle	pan
noon	ant	pen
nail	stand	sun
nurse	sunny	gun
nail	funny	run
night	peanut	fun
nap	banana	

Sentences

"Neigh, neigh, neigh," said the horse.
 We need ten new needles.
 Ned had fun in the sun.
 Nan went to the nursery to take a nap.
 By noon I must know nine new names.

NG

I am the NG sound.
 I am made with the tongue.
 I am made with the soft palate.
 Make the back of your tongue
 touch your soft palate.
 Now sound me in your nose.

(This is the Bell Sound.)

The Bells

Big bells ring a long, full song,
DING - DONG - DING - DING - DONG.

Small bells ring a clear, sweet song,
Ding, ding, ding, ding,
ding, ding, ding.

Wee bells ring a tinkling song,
Ting-a-ling, a-ling, a-ling,
a-ling, a-ling, a-ling.

Hear the ringing; hear the song.
Ting-a-ling, ding, ding,
ding, ding, dong.

(Play you are a big bell.
Play you are a small bell.
Play you are a wee bell.)

Sulking

A monkey of the jungle
Was sulking as he swung.
He was hungry, he was angry, he was young,
For a friend with a trunk
Had flung nuts at Mr. Monk,
Which had hit him on the fingers and stung.

Words

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
	ding-dong	song
	ringing	bang
	bringing	sing
	swinging	wing
	ping-pong	rang
		walking
		talking

Sentences

"Ding-dong," the bells are ringing.
 "Ting-a-ling," the telephone jingled.
 She sang a song.
 I like to sing and swing.
 Bring the ping-pong balls.
 I am getting a singing bird.

K and G

I am the K sound.
 I am made with the tongue.
 I am made with the soft palate.
 I am made with breath.
 Tap the back of your tongue against
 your soft palate.
 No send your breath out.

"G" is made just like this only add the buzz (voice).

These are the sounds which caught cold
 away down in the throat.
 For "k" cough as if you have a bit of
 popcorn caught in your throat.
 For "g" make a gargling sound.

Drill: Say "ah" three times very slowly; then say "ah" but begin it with the whispered cough. Give each of the following in the same way: aw, oh, oo, ee, a, i.

Practice the drill above using "g" instead of "k".

Crows and Pigeons

There was an old crow who sat up in a tree,
 Caw, caw, caw.
 Teaching her little ones how to agree,
 Caw, caw, caw.
 There was a good pigeon who lived on the farm,
 Coo, coo, coo.
 Teaching her little ones not to do harm,
 Coo, coo, coo.

The little crows answered their mother this way,
 Caw, caw, caw.
 For those are the words that they knew how to say,
 Caw, caw, caw.
 The sweet little pigeons answered this way,
 Coo, coo, coo.
 For these are the words that they knew how to say,
 Coo, coo, coo.

Brown Jug

"Gug, gug, gug."
 Said the old brown jug.
 "Go get your mug,
 Here's good cold water,
 Gug, gug, gug.

"Gurgle, gurgle, gurgle,
 Gug, gug, gug.
 Go get some water
 From your good old jug.

The Kite

Material: paper kites, mirror. Simple kites of paper may be made by the children. All that is necessary is a pointed edge of paper that will move before the open mouth when the sound "k" is given. Hold the small kite before the mouth so that on the "k" it will be visibly moved. Repeat the sound "k." Ask a child who thinks he can fly his kite that way to come before the class and show them. If he succeeds have him repeat, "key, key, key." Have the class repeat, "(Child's name)'s kite flies."

My Little Pony

Go, my little pony go.
 Go, go, go.
 Go, my little pony go.
 Go, go, go.
 Gallop, pony, gallop, go.
 Gallop, gallop, go.
 Go, my little pony, go.
 Go, go, go.

Words

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
cup	cookie	cake
cat	looking	book
kite	picked	kick
kitten	broken	sack
candle		cook
candy		lock
key		
girl	tiger	bag
game	wagon	big
green	bigger	bug
gate	forget	egg
goat	again	dog
gun		leg
		pig

Sentences

"Caw, caw," called the crow.
 Ask Carl to cut the cake.
 Catch my kite quickly.
 The cat carried the cute kitten.
 Come and count your candy eggs.
 Take a look at the book.

"Gobble, gobble, gobble," said the turkey.
 "Gr-r-r," growled the grizzly bear.
 Get grandma's glasses for her.
 Green grass grows on the ground.
 Girls and boys are glad to play games.
 I saw the dog dig.

H

I am the H sound.
 I am made with open lips.
 I am made with a little puff of breath.
 I am made as quietly as breathing.
 Send a little puff of breath through
 your open lips.

(H is the tired sound. Give a long tired sigh.)

"Say "a" and begin it with the tired sound (hay). Do the same with
 "ah", "aw", "oh", "oo", "ee."

Ha, Ha, Ha.

Everybody laugh with me,
 Ha, ha,
 Ho, ho,
 He, he, he.
 Ha, ha, ho, ho, he, he, he.

Everybody laugh with glee.
 Ha, ha,
 Ho, ho,
 He, he, he.
 Ha, ha, ho, ho, he, he, he.

WordsInitial

hop
 hall
 home
 horse
 hammer
 house
 head

Sentences

"Hoo, hoo," hooted the hoot owl.
 Hop, hop, hop all the way home.
 Hold your head high.
 Hang your hats in the hall.
 Helen played with the hoop and hummed.

Y

I am the Y sound.
 Sometimes I sound almost like the
 "e" in me.
 Can you hear my voice as you say, "Yes"?
 I am made with voice.

(This is the squeaky mouse sound "ee").

Drill: Repeat "ah" very slowly three times; then begin "ah" with the squeaky mouse sound (yah); then in the same way drill on aw, oh, oo, ee, a, i. Go quickly from "y" to the vowel sound.

If the child has difficulty in forming "y," let him put his lips and tongue into position for the vowel "ee"; then starting from that position let tongue and lips glide into the position for sounding "ah." The result should be "yah." When this syllable can be formed, practice in the same way "you," "ye," "yea," and finally other words containing the sound.

Imitation Calls

- a. The baby; "Yah, yah, yah."
- b. The sailor; "Yeeho, yeeho, yeeho."
- c. The boy; "Yoohoo, yoohoo, yoohoo."
- d. The frog; "Yaup, yaup, yaup."

Words

yes	yesterday
you	young
yell	yet
yard	yarn
yellow	yeast

Sentences

"Yoo-oo-oo, yoo-oo-oo," means the wind.
Yellow flowers are in the yard.
The yolk was yellow.
Is your young brother with you?
Yes, I have a yellow yardstick.

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